DOCUMENT RESUME

ED 465 356 HE 035 006

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TITLE Chief Academic Officers' Perceptions about Faculty Evaluation.
PUB DATE 2002-04-04
NOTE 75p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Deans; *Administrator Attitudes; *Administrators; *College Faculty; *Criteria; Higher Education; Surveys; Tables (Data); *Teacher Evaluation

ABSTRACT

The perceptions of chief academic officers (CAOs) at four-year colleges and universities and specialized institutions were examined to determine the criteria used to evaluate faculty teaching, college and community service, scholarship, and overall performance by Carnegie classification, type of control (public or private), and faculty organization (union or nonunion). CAOs (n=365) that were randomly selected from 2,124 institutions responded for a response rate of 73%. The National Survey of Faculty Performance Evaluation in Four-Year Colleges and Universities provided 66 evaluative items and a 5-degree scale for measurement. The results indicate that masters institutions have the highest mean score on college service and community service subscales, although they were tied with research institutions on overall performance. Baccalaureate institutions ranked highest on teaching performance. Public institutions have higher mean scores than private institutions. ANOVA procedures reveal no significant differences for teaching or college service performance, but significant differences for community service, scholarship, and overall faculty performance. Items used most frequently to evaluate each area are listed. The survey is attached. (Contains 37 tables.) (SLD)

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Chief Academic Officers' Perceptions about Faculty Evaluation

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83rd Annual Meeting of the
American Educational Research Association
"Validity and Value in Education Research"
New Orleans

April 4, 2002

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Abstract

Chief Academic Officers' Perceptions about Faculty Evaluation

Kent F. Williams and T. Michael Rhodes

This study represents the perceptions of chief academic officers at four-year colleges and universities and specialized institutions nationwide to determine criteria used to evaluate faculty teaching, college- and community-service, scholarship, and overall performance by Carnegie classification, type of control (public or private), and faculty organization (union or non-union).

Randomly selected from 2,124 institutions, 365 CAO's responded for a return rate of 73%. The National Survey of Faculty Performance Evaluation in Four-Year Colleges and Universities provided 66 evaluative items and a five-degree scale for measurement. Pearson coefficients revealed that each subscale correlated significantly with each of the other four subscales. Cronbach-Alpha coefficients showed each subscale to be internally consistent with high reliability. A three-way ANOVA was conducted for each dependent variable by the three independent variables (at $\alpha = 0.01$). When significant interactions existed, cell means were plotted, and post hoc comparisons were utilized.

The results indicate that master's institutions have the highest mean score on college-service and community-service subscales, although tied with research institutions on overall performance. Baccalaureate institutions are highest on teaching performance. Public institutions have higher mean scores than private institutions. ANOVA procedures reveal no significant differences for teaching or

college-service performance, but significant differences for community-service (due to control), scholarship (main effects due to Carnegie classification and control; the interaction of Carnegie classification and control), and overall faculty performance (the interaction of Carnegie classification and control).

Although weighted means and individual rankings differed, individual-item analyses revealed that Carnegie classifications, public and private institutions, and union and non-union schools had the same overall rankings (with only one exception) for all five evaluative areas. Those items used most frequently for teaching performance were (1) systematic student ratings, (2) chair evaluation, (3) dean evaluation, and (4) self-evaluation or report. For college-service performance, (1) service on college-wide committee, (2) service on departmental committee, (3) department administrative duties, and (4) academic advising. For community-service performance, (1) community presentations, (2) volunteer service on committees, boards, and community organizations, (3) providing technical or management advice to outside organizations and businesses, and (4) conducting training or development programs (credit or non-credit courses). For scholarship performance, (1) articles in quality journals, (2) books as sole or senior author, (3) publication in traditional professional journals, and (4) monographs or chapters in books. For scholarship "quality as judged by," (1) promotion and tenure committee, (2) department chair, (3) honors or awards from profession, and (4) academic dean. And for overall faculty performance, (1) classroom teaching, (2) scholarship performance, (3) college service, and (4) dean evaluation.

Purpose

The purpose of this study was to ascertain the perceptions of a representative sample of chief academic officers at four-year colleges and universities and specialized institutions nationwide concerning the uses of criteria in evaluating faculty teaching, college- and community-service, scholarship, and overall performance by Carnegie classification, type of control, and faculty organization.

Review of Literature

In her review of literature, Traylor (1992) noted that, in the 1950s according to Applegate (1981), faculty evaluations were used (if used at all) for professors and "not designed to give evidence of accountability to the students, public, or to show proof that institutional goals were being achieved" (pp. 20-21). Gustad's early (1961) survey of seven types of institutions found that teaching ranked highest and such items as cooperation, loyalty, Christian character, and compatibility were frequently represented. Astin and Lee's (1967) survey of 1,110 institutions "indicated that teaching, personal attributes, time in rank, and research were the major contributors to making academic personnel decisions" (p. 21). In his survey of 453 institutions, Centra (1979) found teaching performance and scholarship as the "primary resources used for evaluating faculty and making personnel decisions" (p. 22). Centra explored administrative response to faculty evaluation nationwide, surveying deans and including responses from research, doctoral, and master's institutions. In 1984, Seldin compared the nationwide results of his survey of 616 liberal arts colleges, stating "that faculty

performance was evaluated through classroom teaching, research, publication, activities in professional societies, student advising, campus committee work, and a professor's off-campus, discipline related activities" (p. 22). In 1989, Seldin compared his 1984 results with a new survey of 745 liberal arts colleges. He discovered that the most important factors in evaluating faculty performance were classroom teaching, student advising, campus committee work, length of service in rank, and research and publication. Surveying chief academic officers nationwide, Traylor (1992) included two additional Carnegie classifications, baccalaureate and specialized institutions, and differentiated between public and private institutions. Williams (2000) replicated Traylor's study, including comparative data for Centra and Traylor, and considered faculty organizations as well.

Methods

The research design for this study was descriptive and is considered survey research.

Independent variables in this study were the institution's Carnegie classification, type of control, and faculty organization. Carnegie classifications represented five levels (research universities, doctoral universities, master's universities and colleges, baccalaureate colleges, and specialized institutions), type of control had two levels (public and private), and faculty organization had two levels (union and non-union). "Union" was defined as "the faculty's being organized for bargaining purposes and/or for negotiating salaries." If the institution did have a union, a differentiation among AAUP (American Association of University Professors), NEA (National Education Association),

AFT (American Federation of Teachers), independent, or other (with specification) was requested.

The dependent variables were the five subsections of the survey instrument, the National Survey of Faculty Performance Evaluation in Four-Year Colleges and Universities (NSFPE): evaluation of teaching, college-service, community-service, scholarship, and overall faculty performance. The instrument's five-point scale included "almost never," "seldom," "sometimes," "usually," and "almost always." (The survey can be found at the end of this study).

Additions were made to the survey instrument to explore two areas important to current evaluation of faculty, teaching portfolios and electronic scholarship performance (publication in peer-reviewed journals on line). At the end of each evaluative section, CAO's were asked to list other indicators used by the institution for such evaluation.

Table 1 (all tables and figures are included, in order as mentioned, at the end of the study) contains the Pearson coefficients of correlation for every pair of dependent variables. This table shows that each subscale of the NSFPE correlates significantly ($\alpha = 0.01$) with each of the other four subscales.

The reliability of the NSFPE instrument used in the study was estimated for each subscale by using the Cronbach-Alpha internal consistency coefficient (Table 2). Each subscale of the NSFPE was internally consistent with high reliability. The Cronbach Alpha coefficient ranged from 0.74 to 0.94.

Testing of Hypotheses

Returned surveys were evaluated for inclusion in the study with the degree of

completeness an important consideration. An institution was included in the data analysis if it responded to at least 75% of the items in a subscale. In the case of missing data, the mean of the remaining items in the subscale was substituted for the missing response.

Descriptive statistics, including frequencies and percents, were presented for the three independent variables involved in the study.

The five dependent variables in the study were analyzed by averaging the item scores of respondents on each of the five subscales of NSFPE. Means and standard deviations were determined for each of the dependent variables by Carnegie classification, type of control, and faculty organization.

All tests of hypotheses were conducted at the $\alpha = 0.01$ level of significance. A three-way ANOVA was conducted for each dependent variable with the three independent variables. When significant interactions existed, the cell means for the involved cells were plotted, and tests for significant differences were utilized for the appropriate cell means.

Data Sources

A stratified random sample of 500 chief academic officers (CAO's) in four-year universities and colleges and specialized institutions was taken from 2,124 institutions. This sample represented 23.5% of the indicated institutions.

These institutions (with divisions into public and private) were listed by the Carnegie Foundation (1994) and were grouped following Traylor's (1992) use of five categories, excluding Associate of Arts colleges: research universities, doctoral

universities, master's universities and colleges, baccalaureate colleges, and specialized institutions.

Of the total sample, 365 CAO's responded for a return rate of 73%. The survey instrument provided 66 evaluative items and a five-degree scale for measurement. Information on faculty organization was given on returned surveys.

Results

Descriptive Statistics

The number of responses was nearly equal for the five Carnegie classifications, with the greatest percentage coming from baccalaureate institutions and the least from specialized institutions (Table 3). Slightly over 50% of the responding institutions were private (Table 4). A large majority of the responding institutions had no faculty organization (Table 5).

The five dependent variables were analyzed by averaging the item scores of respondents on each of the five subscales (Tables 6-10). Institutions falling into the specialized Carnegie classification had the lowest mean score on each of the five subscales of the NSFPE. These tables also indicate that institutions in the master's classification had the highest mean score on college-service, community-service, and overall performance subscales (although tied with research institutions on overall performance). Institutions in the baccalaureate classification had the highest mean score on the teaching performance subscale, and institutions in the research classification had the highest mean score on the scholarship subscale.

Tables 6 through 10 reveal that, on all five subscales of the NSFPE, institutions with the public type of control had higher mean scores than those with a private type of

control. These tables further show that the standard deviation of institutional responses was slightly higher on the community-service variable than on the other dependent variables. This indicates greater variability among institutions on this subscale than on the others.

Results of the ANOVAS

A three-way ANOVA was conducted for each dependent variable by the three independent variables (at $\alpha = 0.01$).

For faculty teaching performance, the results of the ANOVA indicate that there are no significant differences in teaching performance due to any of the three independent variables or their interactions (Table 11). The total eta-squared statistic for the entire model, 0.081, means that 8% of the variability in teaching performance was accounted for by this model.

For college-service performance, the results indicate that there are no significant differences in college-service performance due to any of the three independent variables or their interactions (Table 12). The total eta-squared statistic for the entire model, 0.101, means that 10% of the variability in college-service performance was accounted for by this model.

For community-service performance, the results indicate that a significant difference exists in community-service performance due to the type of control (Table 13). Table 8 shows that public institutions evaluated community-service performance higher than did private institutions. The total eta-squared statistic for the entire model, 0.111, means that 11% of the variability in community-service performance was accounted for by this model.

For scholarship performance, the results indicate that the main effects on scholarship performance due to Carnegie classification and type of control were significant (Table 14) and that the interaction of Carnegie classification and type of control was also significant (at $\alpha = 0.01$). The total eta-squared statistic for the entire model, 0.286, means that nearly 29% of the variability in scholarship performance was accounted for by this model.

In order to investigate this interaction, two plots of the cell means were done, one with type of control on the horizontal axis and one with Carnegie classification on the horizontal axis. Figures 1 and 2 contain the plot of these cell means, and Tables 15 and 16 contain the post hoc comparisons. The nature of the interaction shown in Figure 1 is that the type of control for an institution produced an effect on scholarship performance, but only for specialized institutions. Table 15 indicates that, within the specialized institutions, the mean for public institutions was significantly greater than the mean for private institutions.

In addition, Figure 2 shows that the Carnegie classification of an institution produced an effect on scholarship performance, but only for private institutions. Table 16 indicates that, within the private institutions, three significant differences were found: research and specialized, research and baccalaureate, and doctoral and specialized. The Carnegie classification means within the private institutions appear to form three clusters with research and doctoral institutions at the high end, specialized and baccalaureate institutions at the low end, and master's institutions in the middle.

For overall faculty performance, the results indicate that the Carnegie classification and the type of control interacted to produce a significant effect on the

evaluation of overall faculty performance (Table 17). The total eta-squared statistic for the entire model, 0.133, means that 13% of the variability in overall faculty performance was accounted for by this model.

In order to investigate this interaction, two plots of the cell means were done, one with type of control on the horizontal axis and one with Carnegie classification on the horizontal axis. Figures 3 and 4 contain the plot of these cell means, and Tables 18 and 19 contain the test for significant differences. The interaction shown in Figure 3 is disordinal with overall faculty performance higher in private institutions for the research and doctoral classifications and higher in public institutions for the master's, baccalaureate, and specialized classifications. Table 18 indicates that the only significant effect due to control occurred in the specialized classification, where public institutions had a significantly greater mean than did private institutions.

The interaction shown in Figure 4 indicates that the Carnegie classification of an institution produced an effect on overall performance, but only for private institutions. Table 19 indicates that, within the private institutions, three significant differences were found: specialized and research, specialized and doctoral, and specialized and master's. The mean for specialized institutions appears to be generally smaller than the means of the other four Carnegie classifications, which are more closely grouped.

Examining Mean Scores and Rankings for the Five Subscales' Individual Items

This section explores the relationship among mean scores and rankings for the various items under teaching, college-service, community-service, scholarship, scholarship "quality as judged by," and overall faculty performance.

Teaching Performance by Carnegie Classification

All Carnegie classifications used systematic student ratings to a greater extent than all other criteria to evaluate teaching performance (Table 20). While research and master's institutions placed chair evaluation second and dean evaluation third, differences occurred among the other classifications. Student examination performance, long-term follow-up of students, and enrollment in elective courses were ranked lowest. Research institutions differed from all other classifications in giving self-evaluation or report a low ranking. Teaching portfolios were nearer to the "sometimes used" or "seldom used" category.

Teaching Performance by Type of Control

Public and private colleges revealed a consistency in rankings with systematic student ratings rated first, chair evaluation second, and dean evaluation third, but differed on the placement of scholarly research and publication (Table 21). Both categories, however, agreed on the order of the three least-frequently-used items--student examination performance, long-term follow-up of students, and enrollment in elective courses. Teaching portfolios were given a low position.

Teaching Performance by Faculty Organization

Union and non-union institutions used systematic student ratings most frequently, with chair evaluation second (Table 22). Non-union schools placed dean evaluation much higher than union schools and differed in their ranking of scholarly research and publication (union, third; non-union, sixth). The items least often used were the same for, and placed in the same order by, both types of control: informal student opinions,

student examination performance, long-term follow-up of students, and enrollment in elective courses. Teaching portfolios were ranked tenth.

Teaching Performance Overall

Overall, although weighted means differed somewhat, Carnegie classifications, public and private institutions, and union and non-union schools agreed exactly on the ranking of the fourteen individual evaluative items (Tables 20, 21, and 22). The five most-frequently-used items were (1) systematic student ratings, (2) chair evaluation, (3) dean evaluation, (4) self-evaluation or report, and (5) course syllabi, examinations, and handouts. Next were (6) scholarly research and publication, (7) committee evaluation, (8) colleague opinions, and (9) classroom visitation. The least-frequently-used items were (10) teaching portfolio, (11) informal student opinions, (12) student examination performance, (13) long-term follow-up of students, and (14) enrollment in elective courses.

College-Service Performance by Carnegie Classification

Master's, baccalaureate, and specialized institutions agreed that service on college-wide committees was used to a greater extent than all other criteria to evaluate college-service performance (Table 23). Research and doctoral universities, however, considered service on departmental committee first and ranked service on college-wide committees second. More agreement was found for ranking department administrative duties third. Almost all classifications agreed on the placement of the three lowest items: nonacademic student counseling, service as a student recruiter, and willingness to teach undesirable courses.

College-Service Performance by Type of Control

Public and private institutions did not agree about the ranking of the top three items (Table 24). Public institutions gave their highest mean to service on department committees, with service on college-wide committees second, and department administrative duties third. Private institutions gave first rank to service on college-wide committees, with academic advising placed second and service on department committees a close third. Both categories, however, did not differ about the least used of the nine items: nonacademic student counseling, service as student recruiter, and willingness to teach undesirable courses.

College-Service Performance by Faculty Organization

Union and non-union institutions ranked the first three items the same: (1) service on college-wide committee, (2) service on department committees, and (3) department administrative duties (Table 25). Union institutions gave the highest means for these three items. Both categories agreed on fifth place (advisor to student organizations) and sixth place (participation in campus symposia). The same items were placed lowest: nonacademic student counseling, service as student recruiter, and willingness to teach undesirable courses.

College-Service Performance Overall

Overall, although weighted means differed somewhat, Carnegie classifications, public and private institutions, and union and non-union schools agreed almost exactly on the ranking of the nine individual evaluative items (Tables 23, 24, and 25). The three most-frequently-used items were (1) service on college-wide committee, (2) service on departmental committee, and (3) department administrative duties, and (4) academic advising. Next were (4) academic advising, (5) advisor to student organizations, and (6) participation in campus symposia.

Carnegie classification and public and private institutions agreed on the least-frequently-used items: (7) nonacademic student counseling, (8) service as a student recruiter, and (9) willingness to teach undesirable courses. Faculty organizations reversed the order of nonacademic student counseling and service as student recruiter, placing these items eighth and seventh respectively.

Community-Service Performance by Carnegie Classification

Master's institutions usually had much-higher means for each item than other classifications (Table 26). Only master's institutions ranked community presentations first, volunteer service second, providing technical or management advice third, and conducting training or development programs fourth. The other Carnegie classifications varied somewhat in their rankings. Research universities were the only classification to choose providing technical or management advice as most often used. Doctoral institutions disagreed, placing community presentations first. Baccalaureate colleges gave their highest mean to volunteer service.

Community-Service Performance by Type of Control

Public institutions used all four items much more frequently than did private institutions (Table 27). Rankings differed between the two kinds of institutions, except for both assigning a third place to conducting training. Public institutions placed community presentations first; private institutions placed it second. Private institutions, however, considered volunteer service first and community presentations second.

Community-Service Performance by Faculty Organization

Both union and non-union schools placed community presentations first, but ranked the three other items differently (Table 28). Union institutions used these items more often in their evaluation of community-service performance than did non-union institutions, although for two items the mean difference was small.

Community-Service Performance Overall

Overall, although weighted means differed somewhat, Carnegie classifications, public and private institutions, and union and non-union schools agreed on the ranking of the four individual evaluative items (Tables 26, 27, and 28). These items were (1) community presentations, (2) volunteer service on committees, boards, and community organizations, (3) providing technical or management advice to outside organizations or businesses, and (4) conducting training or development programs (credit or non-credit courses).

Scholarship Performance by Carnegie Classification

All classifications, except master's institutions, agreed with placing articles in quality journals first (Table 29). Master's institutions chose papers at professional meetings for first place. Research universities indicated greater use than the other four classifications for eight of the eleven items. Specialized institutions used all items least often. All classifications ranked a new item added for this study, publication in electronic peer-reviewed journals on line, last.

Scholarship Performance by Type of Control

Both public and private institutions agreed with placing articles in quality journals first and books as sole or senior author second (Table 30). Overall, public institutions' means were much higher, representing greater use of all eleven items used to evaluate scholarship performance. Both types of control indicated that frequency of use came nearer to "almost always used" or "usually used" for all but one item (publication in peer-reviewed journals on line).

Scholarship Performance by Faculty Organization

Union institutions ranked both articles in quality journals and books as sole or senior author first (Table 31). Non-union institutions placed articles in quality journals first, but considered books as sole or senior author second. While non-union institutions ranked publication in traditional professional journals third, union institutions placed this item sixth and chose grants or funding received for the third rank. Although means and ranks differed slightly, both types placed presentations, referee or editor of professional journals, and publication in electronic peer-reviewed journals last. All union means were higher than all non-union means, indicating that union institutions used these eleven items more often in the evaluation of scholarship performance than did non-union institutions.

Scholarship Performance Overall

Overall, although weighted means differed somewhat, Carnegie classifications, public and private institutions, and union and non-union schools agreed on the ranking of the eleven individual evaluative items (Tables 29, 30, and 31). The four most-frequently-used items were (1) articles in quality journals, (2) books as sole or senior author, (3) publication in traditional

professional journals, and (4) monographs or chapters in books. Next were (5) papers at professional meetings, (6) books as junior author or editor, and (7) grants or funding received. The least-frequently-used items were (8) honors or awards from profession, (9) presentations, (10) referee or editor of professional journals, and (11) publication in electronic peer-reviewed journals on line.

Scholarship Quality "As Judged By" by Carnegie Classification

Concerning how quality was evaluated for scholarship performance, little agreement about ranking occurred among the five classifications (Table 32). While doctoral, master's, and baccalaureate institutions considered promotion and tenure committee first in use, research universities placed this item third, and specialized institutions afforded it a sixth place. Research universities ranked department chair first and honors or awards from profession second, indicating that their first three items were closer to the "almost always used" category. In contrast, doctoral universities ranked grants or funding received second and department chair third. Baccalaureate colleges were the only institutions to give self-evaluation a high place (third). Research and doctoral institutions, however, indicated ninth place for this item. Similarly, only specialized institutions considered peers at the institution a high rank in extent of use, placing it second. Baccalaureate institutions indicated a fifth place for this item, while research and doctoral institutions gave it a sixth ranking. Master's colleges ranked peers at the institution seventh. Master's and baccalaureate institutions thought peers at other institutions least used. Doctoral institutions, again, chose self-evaluation as last, while specialized schools placed referee or editor of professional journal in this position.

Scholarship Quality "As Judged By" by Type of Control

Both public and private institutions agreed with placing promotion and tenure committee first and department chair second (Table 33). They disagreed, however, about third place. Public institutions put grants or funding received in third place, while private institutions put academic dean in this position and reserved seventh place for grants or funding. Both types of control had different ranks for the lowest-laced items. Private schools recorded grants or funding received in seventh place (as opposed to public schools' third rank), peers at other institutions eighth, and referee or editor of professional journal ninth. Public institutions considered referee or editor to be seventh, self-evaluation eighth (private institutions had ranked self-evaluation fifth), and peers at other institutions last. Although public institutions' means were close to each other for the lowest three ranks, a decrease in the size of the means occurred from seventh to eighth rank for private institutions. Overall, public institutions had much higher means for all items than did private institutions, indicating more frequent use. Public colleges and universities' highest three means were closer to the "almost always used" category, while the remaining six means were nearer to the "usually used" category. The means of private institutions, reflecting less frequent use, ranged from closer to "usually used" (six means) to nearer to "sometimes used" (three means).

Scholarship Quality "As Judged By" by Faculty Organization

Non-union schools considered promotion and tenure committee first, department chair second, honors and awards from profession third, and academic dean fourth (Table 34). Union institutions, on the other hand, while agreeing that promotion and tenure committee is most often used, ranked the next three items differently. Union colleges and universities

placed honors or awards second, department chair third, and grants or funding received fourth, suggesting a fifth place for academic dean. Union and non-union institutions agreed with placing peers at the institution sixth, self-evaluation seventh, referee or editor of professional journal eighth, and peers at other institutions ninth, with one exception: Non-union institutions gave peers at other institutions the same mean as the eighth item, referee or editor of professional journal. Overall, union institutions recorded higher means than non-union institutions for all nine items except for one, self-evaluation. These higher union means (ranging from 4.45 to 3.22) (in contrast to non-union's range from 4.17 to 3.18) underscore more frequent use of these items to evaluate the quality of scholarship performance.

Scholarship Quality "As Judged By" Overall

Overall, although weighted means differed somewhat, Carnegie classifications, public and private institutions, and union and non-union schools agreed on the ranking of the nine individual evaluative items (Tables 32, 33, and 34). The three most-frequently-used items were (1) promotion and tenure committee, (2) department chair, and (3) honors or awards from profession. Next were (4) academic dean, (5) grants or funding received, and (6) peers at the institutions. The least-frequently-used items were (7) self-evaluation, (8) referee or editor of professional journal, and (9) peers at other institutions.

Overall Faculty Performance by Carnegie Classification

Master's, baccalaureate, and specialized institutions agreed with classroom teaching as first (Table 35). Research and doctoral universities placed scholarship performance first, indicating a second place for classroom teaching. Research and doctoral universities both considered dean evaluation third, followed by college service. Research and doctoral

institutions offered the same ranking for the first seven items. Both master's and baccalaureate institutions chose college service second, unlike specialized schools, which indicated a second place for professional preparation. The high means of master's and baccalaureate institutions indicated more frequent use of the items for evaluation of overall faculty performance. For nine of the fifteen items, master's mean scores were higher--sometimes much higher--than those for both research and doctoral institutions. Baccalaureate colleges had eight means higher than both research and doctoral institutions and recorded four means higher than those of master's colleges and universities. In addition to electronic research, the least-used items, with some variation, were consultations, length of service in rank, personal attributes, and competing job offers.

Overall Faculty Performance by Type of Control

Public colleges and universities placed scholarship first, classroom teaching a close second, and college service third (Table 36). Private institutions recorded classroom teaching first, college service second, and professional preparation third. Both public types of control agreed that dean evaluation be offered fourth place. An interesting difference occurred for personal attributes (cooperation, attitude). Public colleges placed this item twelfth, while private colleges indicated eighth place. Low rankings were given consultations, length of service in rank, and competing job offers. Public institutions provided higher mean scores than did private institutions on eleven of the fifteen items.

Overall Faculty Performance by Faculty Organization

Union and non-union institutions ranked classroom teaching first, scholarship performance second, and college service third (Table 37). Union institutions had a higher

mean for classroom teaching and scholarship performance. Non-union schools, however, recorded a higher mean for college service. While non-union schools placed dean evaluation fourth, union schools put committee evaluation in this rank and considered dean evaluation fifth. Overall, union and non-union institutions were in accord on the rankings of only five items. Both types of schools agreed that competing job offers was least used.

Overall Faculty Performance Overall

Overall, Carnegie classifications, public and private institutions, and union and non-union schools agreed on the ranking of the fifteen individual evaluative items (Tables 35, 36, and 37). The five most-frequently-used items were (1) classroom teaching, (2) scholarship performance, (3) college service, and (4) dean evaluation, and (5) professional preparation. Next were (6) activity in professional societies, (7) committee evaluation, (8) student advising, (9) community service, and (10) personal attributes. The least-frequently-used items were (11) supervision of internships/clinicals, (12) electronic scholarship performance, (13) consultations, (14) length of service in rank, and (15) competing job offers.

Recommendations for Further Study

As a result of this study, the following recommendations are made for additional research:

1. The master's classification had the highest mean score on college-service, community-service, and overall performance subscales (although tied with research institutions on overall performance), and baccalaureate colleges had the highest mean score on the teaching performance subscale. It is recommended that these responses be explored further and that possible explanations be provided.

2. Institutions with the public type of control had higher mean scores than those with a private type of control. It is recommended that this result be explored further and that possible explanations be provided.

3. The standard deviation of institutional responses was slightly higher on the community-service variable than on the other dependent variables, indicating greater variability among institutions on this subscale than on others. With current literature underscoring the importance of community service to colleges and universities, it is recommended that these responses be explored further and that possible explanations be provided.

4. The total eta-squared statistics indicated that only a small percentage of the variability for each subscale was accounted for by the utilized models. It is recommended that other variables be explored for each subscale.

5. A significant difference exists in community-service performance due to the type of control. Public institutions evaluated community-service performance higher than did private institutions. It is recommended that this result be explored further and that possible explanations be provided.

6. The type of control for an institution produced an effect on scholarship performance, but only for specialized institutions. Within the specialized institutions, the mean for public institutions was significantly greater than the mean for private institutions. It is recommended that these results be explored further and that possible explanations be provided.

7. The Carnegie classification of an institution produced an effect on scholarship performance, but only for private institutions. Within the private institutions, three

significant differences were found: research and specialized, research and baccalaureate, and doctoral and specialized. The Carnegie classification means within the private institutions appeared to form three clusters with research and doctoral institutions at the high end, specialized and baccalaureate institutions at the low end, and master's institutions in the middle. It is recommended that these results be explored further and that possible explanations be provided.

8. For overall faculty performance, the only significant effect due to control occurred in the specialized classification, where public institutions had a significantly greater mean than did private institutions. It is recommended that this result be explored further and that possible explanations be provided.

9. The Carnegie classification of an institution produced an effect on overall performance, but only for private institutions. Within the private institutions, three significant differences were found: specialized and research, specialized and doctoral, and specialized and master's. The mean for specialized institutions appeared to be generally smaller than the means of the other four Carnegie classifications, which were more closely grouped. It is recommended that these results be explored further and that possible explanations be provided.

Importance of the Study

Systematic evaluation of faculty has been a given for many decades and very likely will not diminish in its central importance in four-year universities and colleges and in specialized institutions. Although substantial research is currently available, the vitality of this area continues to be underscored by the sometimes intense, yet usually

professional debate via current listservs and conferences and the acknowledgement that much yet remains to be done.

Thus, evaluation of faculty remains a central concern; indeed, it may have a new intensity with pressure coming from the state and national level; from institutional administration and corporations; and from faculty unions, students, parents, and voters. Many faculty are currently attempting to adjust themselves concerning relevance, the job market, and student ratings; diminished enrollments, post-tenure review, and increasing technological demands; a consumer perspective, threats to tenure, the increasing need for developmental courses, and the diminished quality of students.

With the central importance of what the university does, with the pervasive substance of teaching and research for our culture, the results of this study can (a) offer a current national perspective on evaluative policies and practices, (b) generate continued discussion toward improving faculty evaluation, and (c) motivate individual professional growth and institutional improvement as well as (d) enhance the lives of students through better teaching.

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Table 1

Pearson Coefficients of Correlation for the Five Subscales of the National Survey of Faculty Performance Evaluation in Four-Year Colleges and Universities Instrument Instrument

	College Service	Community Service	Scholarship	Overall
Teaching	.468 **	.305 **	.393 **	.608 **
College Service		.552 **	.422 **	.556 **
Community Service			.423 **	.524 **
Scholarship				.619 **

** $p < .01$

Table 2

Cronbach Alpha Reliability Coefficients for the National Survey of Faculty Performance Evaluation in Four-Year Colleges and Universities Instrument

Subscale	n	Alpha
Teaching	314	0.74
College Service	343	0.82
Community Service	359	0.86
Scholarship	324	0.94
Overall	325	0.77

Table 3

Frequencies and Percents for the Type of Institution

Carnegie Classification	Frequency	Percent
Research	73	20.0
Doctoral	75	20.5
Master's	76	20.8
Baccalaureate	77	21.1
Specialized	64	17.5
Total	365	100.0

Table 4

Frequencies and Percents for the Type of Control

Type of Control	Frequency	Percent
Public	164	44.9
Private	201	55.1
Total	365	100.0

Table 5

Frequencies and Percents for Faculty Organization

Faculty Organization	Frequency	Percent
Union	67	18.4
Non-Union	297	81.6
Total	364	100.0

Table 6

Means and Standard Deviations for Evaluation of Teaching Performance by Carnegie Classification, Type of Control, and Faculty Organization

Independent Variable	Mean	Standard Deviation
Carnegie Classification		
Research	3.35	0.57
Doctoral	3.34	0.58
Master's	3.32	0.53
Baccalaureate	3.48	0.45
Specialized	3.08	0.71
Type of Control		
Public	3.39	0.51
Private	3.27	0.63
Faculty Organization		
Union	3.33	0.59
Non-union	3.32	0.58

Table 7

Means and Standard Deviations for Evaluation of College-Service Performance by Carnegie Classification, Type of Control, and Faculty Organization

Independent Variable	Mean	Standard Deviation
Carnegie Classification		
Research	3.40	0.61
Doctoral	3.31	0.69
Master's	3.51	0.64
Baccalaureate	3.27	0.60
Specialized	2.92	0.85
Type of Control		
Public	3.40	0.65
Private	3.20	0.73
Faculty Organization		
Union	3.29	0.65
Non-union	3.30	0.71

Table 8

Means and Standard Deviations for Evaluation of Community-Service Performance by Carnegie Classification, Type of Control, and Faculty Organization

Independent Variable	Mean	Standard Deviation
Carnegie Classification		
Research	3.51	0.83
Doctoral	3.41	1.00
Master's	3.74	0.91
Baccalaureate	3.47	1.01
Specialized	3.16	1.09
Type of Control		
Public	3.73	0.85
Private	3.26	1.03
Faculty Organization		
Union	3.56	0.88
Non-union	3.45	1.00

Table 9

Means and Standard Deviations for Evaluation of Scholarship Performance by Carnegie Classification, Type of Control, and Faculty Organization

Independent Variable	Mean	Standard Deviation
Carnegie Classification		
Research	4.51	0.37
Doctoral	4.35	0.43
Master's	4.16	0.67
Baccalaureate	3.89	0.84
Specialized	3.47	1.04
Type of Control		
Public	4.40	0.43
Private	3.85	0.91
Faculty Organization		
Union	4.22	0.72
Non-union	4.07	0.80

Table 10

Means and Standard Deviations for Evaluation of Overall Faculty Performance by Carnegie Classification, Type of Control, and Faculty Organization

Independent Variable	Mean	Standard Deviation
Carnegie Classification		
Research	3.83	0.49
Doctoral	3.69	0.51
Master's	3.83	0.45
Baccalaureate	3.82	0.42
Specialized	3.47	0.73
Type of Control		
Public	3.79	0.47
Private	3.69	0.59
Faculty Organization		
Union	3.68	0.59
Non-union	3.75	0.53

Table 11

Analysis of Variance for Teaching Performance by Carnegie Classification, Type of Control, and Faculty Organization

Source	df	F	p	Eta squared
Carnegie (Ca)	4	0.884	0.474	0.010
Control (Co)	1	2.959	0.086	0.009
Organization (O)	1	1.178	0.279	0.003
Ca × Co	4	0.680	0.606	0.008
Ca × O	4	0.704	0.590	0.008
Co × O	1	0.252	0.616	0.001
Ca × Co × O	3	0.614	0.606	0.005

Note. Overall Eta squared = 0.081

Table 12

Analysis of Variance for College-Service Performance by Carnegie Classification, Type of Control, and Faculty Organization

Source	df	F	p	Eta squared
Carnegie (Ca)	4	2.622	0.035	0.030
Control (Co)	1	2.433	0.120	0.007
Organization (O)	1	1.832	0.177	0.005
Ca × Co	4	1.148	0.334	0.013
Ca × O	4	0.620	0.648	0.007
Co × O	1	0.042	0.837	0.000
Ca × Co × O	3	0.290	0.832	0.003

Note. Overall Eta squared = 0.101

Table 13

Analysis of Variance for Community-Service Performance by Carnegie Classification, Type of Control, and Faculty Organization

Source	df	F	p	Eta squared
Carnegie (Ca)	4	0.400	0.808	0.005
Control (Co)	1	10.424	0.001	0.030
Organization (O)	1	0.733	0.392	0.002
Ca × Co	4	0.762	0.550	0.009
Ca × O	4	1.374	0.242	0.016
Co × O	1	0.257	0.612	0.001
Ca × Co × O	3	0.465	0.707	0.004

Note. Overall Eta squared = 0.111

Table 14

Analysis of Variance for Scholarship Performance by Carnegie Classification, Type of Control, and Faculty Organization

Source	Df	F	p	Eta squared
Carnegie (Ca)	4	3.691	0.006	0.042
Control (Co)	1	18.188	0.000	0.051
Organization (O)	1	1.445	0.230	0.004
Ca × Co	4	4.361	0.002	0.049
Ca × O	4	1.345	0.253	0.016
Co × O	1	0.944	0.332	0.003
Ca × Co × O	3	0.751	0.522	0.007

Note. Overall Eta squared = 0.286

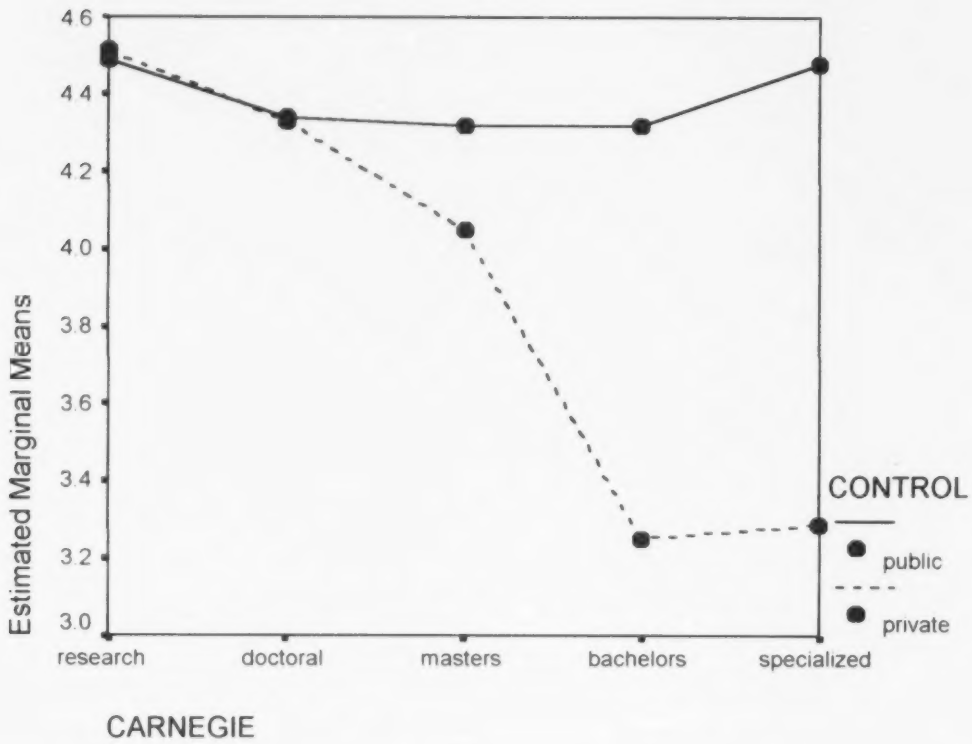

Figure 1. Cell Means for Scholarship Performance by Carnegie Classification and Type of Control with Carnegie Classification on the Horizontal Axis. The nature of the interaction shown here is that the type of control for an institution produced a significant effect on scholarship performance, but only for specialized institutions.

Table 15

Post Hoc Comparisons Among Carnegie × Control Means for Scholarship Performance (Carnegie Classification on the Horizontal Axis)

Carnegie Classification	Control	Mean	99% Confidence Intervals	
Research	Public	4.49	4.18–4.80	
	Private	4.51	4.12–4.91	
Doctoral	Public	4.34	4.08–4.61	
	Private	4.33	3.85–4.81	
Master's	Public	4.32	4.05–4.59	
	Private	4.05	3.52–4.58	
Baccalaureate	Public	4.32	3.71–4.93	
	Private	3.25	2.62–3.88	
Specialized	Public	4.48	3.84–5.12	**
	Private	3.29	2.83–3.74	

** $p < 0.01$

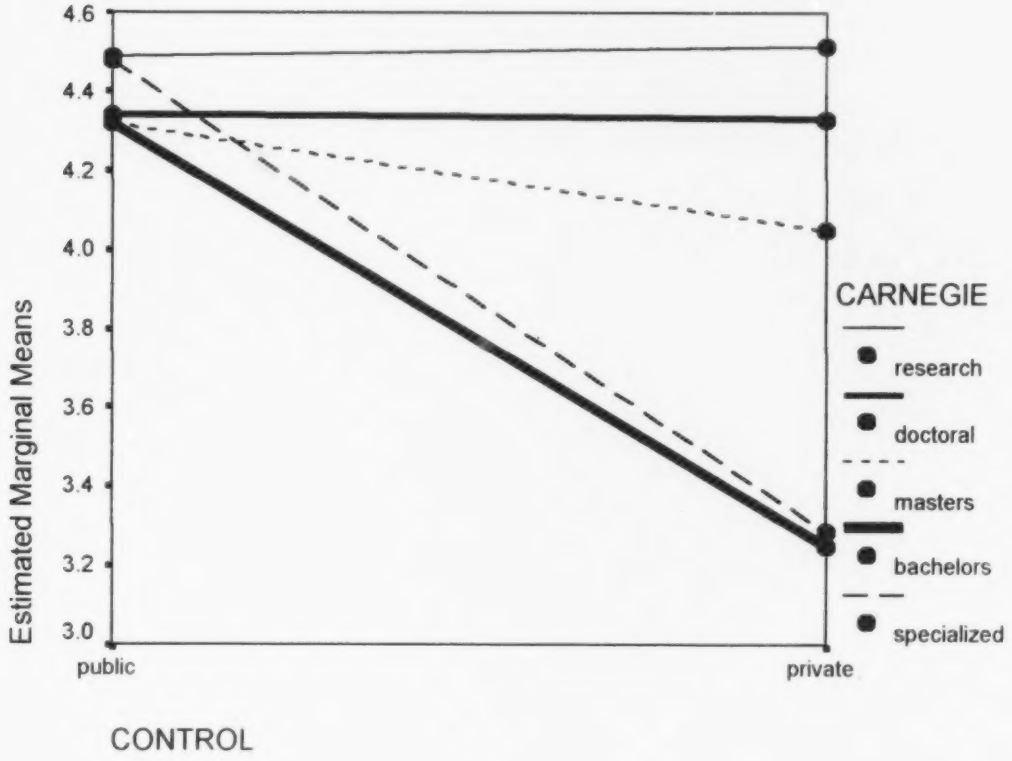

Figure 2. Cell Means for Scholarship Performance by Carnegie Classification and Type of Control with Type of Control on the Horizontal Axis. The nature of the interaction shown here is that the Carnegie classification of an institution produced a significant effect on scholarship performance, but only for private institutions.

Table 16

Post Hoc Comparisons Among Carnegie × Control Means for Scholarship Performance (Type of Control on the Horizontal Axis)

Type of Control	Carnegie Classification	Mean	99% Confidence Intervals
Public	Research	4.49	4.18–4.80
	Specialized	4.48	3.84–5.12
	Doctoral	4.34	4.08–4.61
	Master's	4.32	4.05–4.59
	Baccalaureate	4.32	3.71–4.93
Private	Research	4.51	** 4.12–4.91 **
	Doctoral	4.33	3.85–4.81 **
	Master's	4.05	3.52–4.58
	Specialized	3.29	2.83–3.74
	Baccalaureate	3.25	2.62–3.88

** $p < 0.01$

Table 17

Analysis of Variance for Overall Faculty Performance by Carnegie Classification, Type of Control, and Faculty Organization

Source	df	F	p	Eta squared
Carnegie (Ca)	4	1.229	0.298	0.014
Control (Co)	1	3.826	0.051	0.011
Organization (O)	1	5.818	0.016	0.017
Ca × Co	4	4.578	0.001	0.051
Ca × O	4	2.223	0.066	0.025
Co × O	1	0.002	0.963	0.000
Ca × Co × O	3	0.962	0.411	0.008

Note. Overall Eta squared = 0.133

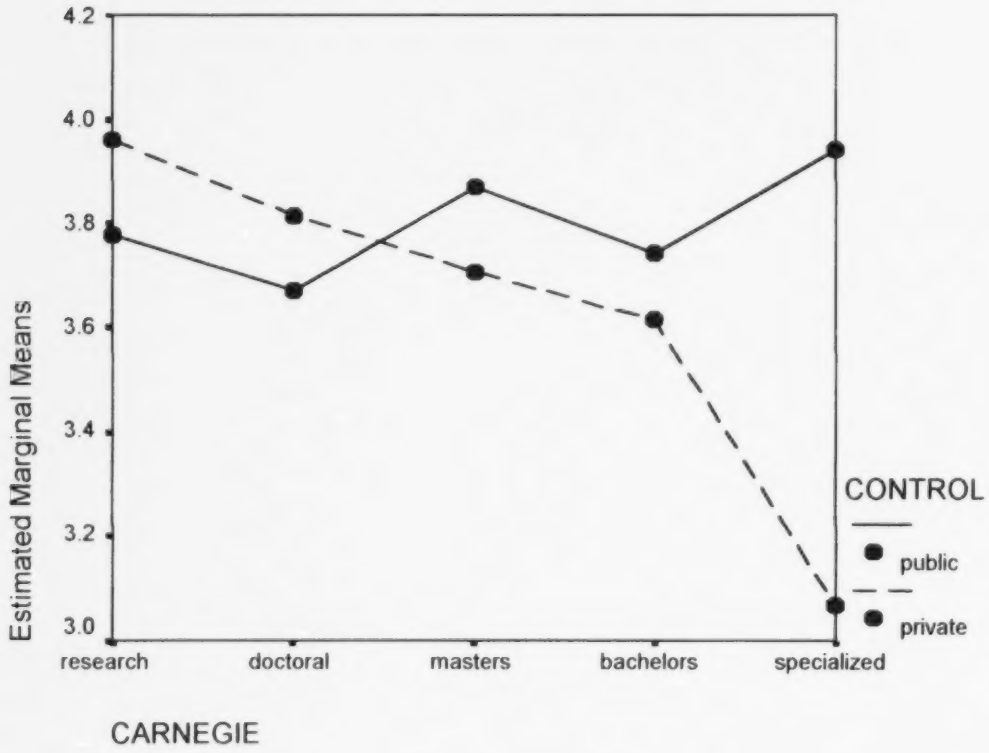

Figure 3. Cell Means for Overall Faculty Performance by Carnegie Classification and Type of Control with Carnegie Classification on the Horizontal Axis. The interaction shown here is disordinal with overall faculty performance higher in private institutions for the research and doctoral classifications and higher in public institutions for the masters, baccalaureate, and specialized classifications. The only significant effect due to control occurred in the specialized classification.

Table 18

Post Hoc Comparisons Among Carnegie × Control Means for Overall Faculty Performance (Carnegie Classification on the Horizontal Axis)

Carnegie Classification	Control	Mean	99% Confidence Intervals	
Research	Public	3.76	3.50–4.03	
	Private	3.94	3.60–4.29	
Doctoral	Public	3.61	3.40–3.83	
	Private	3.81	3.44–4.17	
Master's	Public	3.84	3.62–4.05	
	Private	3.71	3.30–4.12	
Baccalaureate	Public	3.73	3.26–4.21	
	Private	3.55	3.06–4.03	
Specialized	Public	3.96	3.40–4.53	**
	Private	2.89	2.49–3.29	

** $p < 0.01$

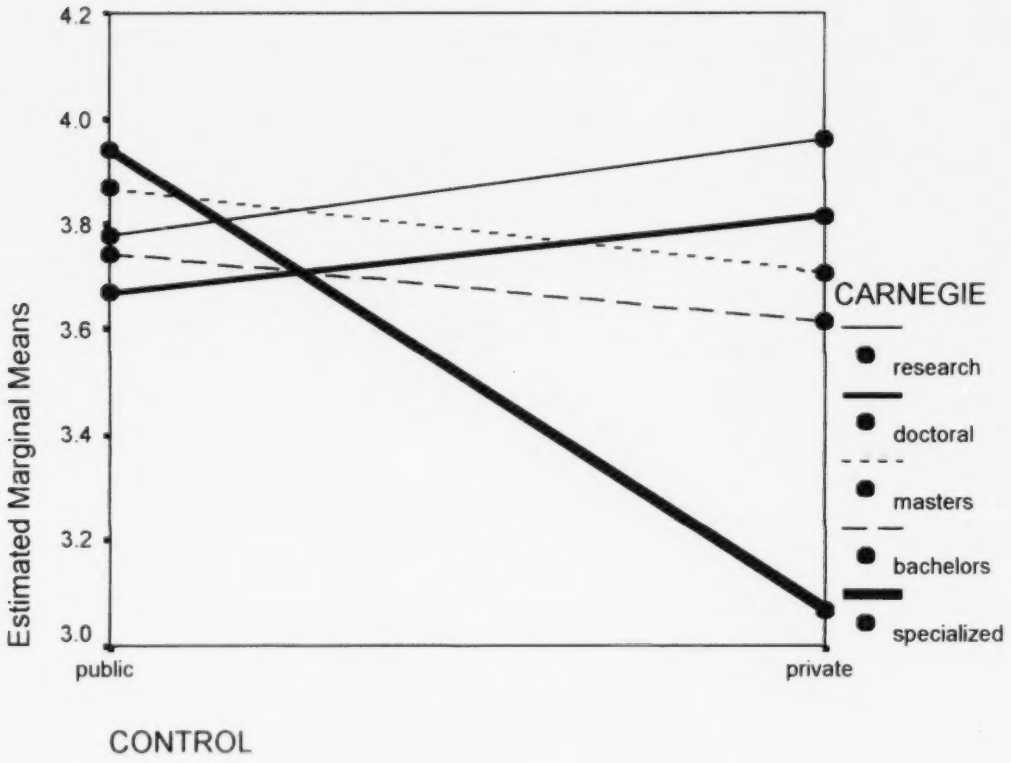

Figure 4. Cell Means for Overall Faculty Performance by Carnegie Classification and Type of Control with Type of Control on the Horizontal Axis. The nature of the interaction shown here is that the Carnegie classification of an institution produced a significant effect on overall performance, but only for private institutions.

Table 19

Post Hoc Comparisons Among Carnegie × Control Means for Overall Faculty Performance (Type of Control on the Horizontal Axis)

Type of Control	Carnegie Classification	Mean	99% Confidence Intervals	
Public	Specialized	3.96	3.40–4.53	
	Master's	3.84	3.62–4.05	
	Research	3.76	3.50–4.03	
	Baccalaureate	3.73	3.26–4.21	
	Doctoral	3.61	3.40–3.83	
Private	Research	3.94	3.60–4.29	**
	Doctoral	3.81	3.44–4.17	**
	Master's	3.71	3.30–4.12	**
	Baccalaureate	3.55	3.06–4.03	
	Specialized	2.89	2.49–3.29	

** $p < 0.01$

Table 20

Ranking of Mean Scores for Items Used to Evaluate Teaching Performance by Carnegie Classification

	Research	Doctoral	Master's	Bachelor's	Specialized	Weighted Mean
1. Systematic student ratings	1 4.62	1 4.59	1 4.61	1 4.62	1 4.36	4.566
2. Chair evaluation	2 4.53	2 4.49	2 4.39	3 4.35	6 3.34	4.246
3. Dean evaluation	3 3.81	4 3.73	3 4.11	4.5 3.87	2 3.97	3.896
4. Self-evaluation or report	8 3.48	3 3.76	4 4.04	2 4.43	4 3.45	3.849
5. Course syllabi, examinations, handouts	5.5 3.62	6 3.64	5 3.99	4.5 3.87	3 3.53	3.738
6. Scholarly research and publication	4 3.71	7.5 3.55	6 3.86	6 3.68	5 3.39	3.645
7. Committee evaluation	7 3.55	5 3.69	7 3.49	9 3.55	11.5 2.39	3.362
8. Colleague opinions	5.5 3.62	7.5 3.55	9 3.14	8 3.58	7 2.77	3.348
9. Classroom visitation	9 3.25	9 3.05	8 3.39	7 3.65	8 2.75	3.234
10. Teaching portfolios	10 3.19	11 2.68	10 3.03	11 2.73	11.5 2.39	2.814
11. Informal student opinions	11 2.62	10 2.95	11 2.41	10 2.74	9 2.70	2.683
12. Student examination performance	12 2.26	12 2.53	12 2.38	13 1.86	10 2.59	2.313
13. Long-term follow-up of students	14 2.01	13 2.29	13 1.92	12 2.29	13 2.19	2.139
14. Enrollment in elective courses	13 2.14	14 1.88	14 1.58	14 1.69	14 1.81	1.817

Table 21

Ranking of Mean Scores for Items Used to Evaluate Teaching Performance by Type of Control

	Public	Private	Weighted Mean
1. Systematic student ratings	1 4.61	1 4.53	4.565
2. Chair evaluation	2 4.52	2 4.02	4.244
3. Dean evaluation	5 3.80	3 3.97	3.893
4. Self-evaluation or report	5 3.80	4 3.89	3.849
5. Course syllabi, examinations, handouts	5 3.80	5 3.69	3.739
6. Scholarly research and publication	3 3.94	6 3.40	3.642
7. Committee evaluation	7 3.73	9 3.06	3.361
8. Colleague opinions	8 3.42	7 3.29	3.348
9. Classroom visitation	9 3.29	8 3.19	3.234
10. Teaching portfolios	10 2.98	10.5 2.68	2.814
11. Informal student opinions	11 2.68	10.5 2.68	2.680
12. Student examination performance	12 2.40	12 2.24	2.311
13.Long-term follow-up of student	13 2.06	13 2.20	2.137
14. Enrollment in elective courses	14 1.88	14 1.76	1.813

Table 22

Ranking of Mean Scores for Items Used to Evaluate Teaching Performance by Faculty Organization

	Union	Non-union	Weighted Mean
1. Systematic student ratings	1 4.63	1 4.55	4.564
2. Chair evaluation	2 4.03	2 4.29	4.242
3. Dean evaluation	7 3.73	3 3.93	3.893
4. Self-evaluation or report	4 3.91	4 3.83	3.844
5. Course syllabi, examinations, handouts	5 3.87	5 3.71	3.739
6. Scholarly research and publication	3 3.94	6 3.57	3.638
7. Committee evaluation	6 3.85	8 3.25	3.360
8. Colleague opinions	9 3.39	7 3.33	3.341
9. Classroom visitation	8 3.45	9 3.18	3.229
10. Teaching portfolios	10 2.84	10 2.80	2.807
11. Informal student opinions	11 2.57	11 2.71	2.684
12. Student examination performance	12 2.18	12 2.35	2.318
13. Long-term follow-up of students	13 1.90	13 2.19	2.136
14. Enrollment in elective courses	14 1.78	14 1.82	1.812

Table 23

Ranking of Mean Scores for Items Used to Evaluate College-Service Performance by Carnegie Classification

	Research	Doctoral	Master's	Bachelor's	Specialized	Weighted Mean
1. Service on college-wide committee	2 4.27	2 4.24	1 4.59	1 4.34	1 3.75	4.254
2. Service on departmental committee	1 4.37	1 4.28	2 4.43	3 3.94	4 3.38	4.099
3. Department administrative duties	3 4.14	3 4.08	3 4.12	4 3.75	3 3.42	3.914
4. Academic advising	4 3.84	4 3.77	4 3.79	2 4.01	2 3.50	3.791
5. Advisor to student organizations	5 3.07	5 3.32	5 3.64	5 3.12	5 2.56	3.161
6. Participation in campus symposia	6 2.96	6 2.73	6 3.29	6 2.56	8 2.28	2.777
7. Nonacademic student counseling	8 2.58	7 2.52	8 2.54	8 2.27	7 2.31	2.446
8. Service as a student recruiter	9 2.49	9 2.32	7 2.82	7 2.51	9 2.02	2.445
9. Willingness to teach undesirable courses	7 2.70	8 2.37	9 2.33	9 1.95	6 2.34	2.333

Table 24

Ranking of Mean Scores for Items Used to Evaluate College-Service Performance by Type of Control

	Public	Private	Weighted Mean
1. Service on college-wide committee	2 4.40	1 4.14	4.256
2. Service on department committee	1 4.45	3 3.82	4.103
3. Department administrative duties	3 4.15	4 3.73	3.918
4. Academic advising	4 3.73	2 3.85	3.796
5. Advisor to student organizations	5 3.35	5 3.01	3.162
6. Participation in campus symposia	6 2.93	6 2.66	2.781
7. Nonacademic student counseling	8 2.52	7 2.39	2.448
8. Service as student recruiter	7 2.53	8 2.37	2.441
9. Willingness to teach undesirable courses	9 2.36	9 2.31	2.332

Table 25

Ranking of Mean Scores for Items Used to Evaluate College-Service Performance by Faculty Organization

	Union	Non-union	Weighted Mean
1. Service on college-wide committee	1 4.43	1 4.21	4.250
2. Service on department committee	2 4.36	2 4.04	4.098
3. Department administrative duties	3 4.10	3.5 3.88	3.920
4. Academic advising	4 3.40	3.5 3.88	3.791
5. Advisor to student organizations	5 3.30	5 3.13	3.161
6. Participation in campus symposia	6 2.90	6 2.75	2.777
7. Service as student recruiter	7 2.46	8 2.44	2.443
8. Nonacademic student counseling	8 2.27	7 2.48	2.441
9. Willingness to teach undesirable courses	9 2.12	9 2.38	2.332

Table 26

Ranking of Mean Scores for Items Used to Evaluate Community-Service Performance by Carnegie Classification

	Research	Doctoral	Master's	Bachelor's	Specialized	Weighted Mean
1. Community presentations	2 3.59	1 3.52	1 3.88	2 3.51	1 3.27	3.563
2. Volunteer service on committees, boards, and community organizations	4 3.33	3 3.32	2 3.86	1 3.86	3 3.22	3.530
3. Providing technical or management advice to outside organizations and businesses	1 3.62	2 3.39	3 3.67	3 3.16	4 2.86	3.352
4. Conducting training or development programs (credit or non-credit courses)	3 3.52	4 3.17	4 3.61	4 3.09	2 3.25	3.328

Table 27

Ranking of Mean Scores for Items Used to Evaluate Community-Service Performance byType of Control

	Public	Private	Weighted Mean
1. Community presentations	1 3.84	2 3.34	3.564
2. Volunteer service on committees, boards, and community organizations	4 3.57	1 3.50	3.531
3. Providing technical or management advice to outside organizations or businesses	2 3.77	4 3.01	3.351
4. Conducting training or development programs (credit or non-credit courses)	3 3.65	3 3.07	3.330

Table 28

Ranking of Mean Scores for Items Used to Evaluate Community-Service Performance by Faculty Organization

	Union	Non-union	Weighted Mean
1. Community presentations	1 3.69	1 3.53	3.559
2. Volunteer service on committees, boards, and community organizations	3 3.54	2 3.52	3.523
3. Providing technical or management advice to outside organizations or businesses	2 3.63	4 3.28	3.344
4. Conducting training or development programs (credit or non-credit courses)	4 3.36	3 3.32	3.327

Table 29

Ranking of Mean Scores for Items Used to Evaluate Scholarship Performance by Carnegie Classification

	Research	Doctoral	Master's	Bachelor's	Specialized	Weighted Mean
1. Articles in quality journals	1 4.99	1 4.87	2.5 4.61	1 4.23	1 3.91	4.536
2. Books as sole or senior author	2 4.96	2 4.80	2.5 4.61	4 4.06	3 3.75	4.452
3. Publication in traditional professional journals	6 4.71	3.5 4.67	4 4.58	3 4.08	4 3.72	4.368
4. Monographs or chapters in books	4 4.77	5 4.63	5 4.54	6 4.05	6 3.64	4.343
5. Papers at professional meetings	8 4.51	7 4.49	1 4.64	2 4.19	2 3.78	4.337
6. Books as junior author or editor	7 4.67	6 4.61	6.5 4.53	7 3.97	8 3.53	4.280
7. Grants or funding received	3 4.86	3.5 4.67	8 4.46	10 3.82	10 3.20	4.227
8. Honors or awards from profession	5 4.75	8 4.35	9.5 4.34	8 3.91	7 3.55	4.194
9. Presentations	10 4.15	10 4.03	6.5 4.53	4 4.06	5 3.67	4.101
10. Referee or editor of professional journals	9 4.34	9 4.27	9.5 4.34	9 3.83	9 3.31	4.037
11. Publication in electronic journals	11 3.73	11 3.60	11 3.72	11 3.35	11 2.59	3.421

Table 30

Ranking of Mean Scores for Items Used to Evaluate Scholarship Performance byType of Control

	Public	Private	Weighted Mean
1. Articles in quality journals	1 4.91	1 4.23	4.535
2. Books as sole or senior author	2 4.82	2 4.15	4.451
3. Publication in traditional professional journals	4 4.68	4 4.11	4.366
4. Monographs or chapters in books	5 4.67	5 4.07	4.339
5. Papers at professional meetings	7 4.58	3 4.14	4.337
6. Books as junior author or editor	6 4.64	7 3.99	4.282
7. Grants or funding received	3 4.75	9 3.80	4.226
8. Honors or awards from profession	8 4.50	8 3.95	4.197
9. Presentations	10 4.21	6 4.01	4.099
10. Referee or editor of professional journals	9 4.35	10 3.79	4.041
11. Publication in electronic peer-reviewed journals on line	11 3.70	11 3.19	3.419

Table 31

Ranking of Mean Scores for Items Used to Evaluate Scholarship Performance by Faculty Organization

	Union	Non-union	Weighted Mean
1. Articles in quality journals	1.5 4.72	1 4.49	4.532
2. Books as sole or senior author	1.5 4.72	2 4.39	4.450
3. Publication in traditional professional journals	6 4.51	3 4.34	4.425
4. Monographs or chapters in books	5 4.52	5 4.30	4.340
5. Papers at professional meetings	8 4.45	4 4.31	4.335
6. Books as junior author or editor	4 4.57	6 4.22	4.284
7. Grants or funding received	3 4.63	7.5 4.13	4.222
8. Honors or awards from profession	7 4.46	7.5 4.13	4.190
9. Presentations	10 4.13	9 4.09	4.097
10. Referee or editor of professional journals	9 4.19	10 4.00	4.034
11. Publication in electronic peer-reviewed journals on line	11 3.43	11 3.42	3.421

Table 32

Ranking of Mean Scores for Items Used to Evaluate Scholarship "Quality as Judged by" by Carnegie Classification

	Research	Doctoral	Master's	Bachelor's	Specialized	Weighted Mean
1. Promotion and tenure committee	3 4.63	1 4.57	1 4.58	1 4.16	6 3.02	4.225
2. Department chair	1 4.82	3 4.43	2 4.16	2 4.05	4 3.22	4.159
3. Honors or awards from profession	2 4.66	4 4.27	3 4.12	4 3.68	3 3.23	4.009
4. Academic dean	7 4.32	5 4.08	4 4.09	6 3.58	1 3.48	3.919
5. Grants or funding received	4 4.60	2 4.48	5 3.96	7 3.31	7 2.95	3.880
6. Peers at the institution	6 4.33	6 4.04	7 3.58	5 3.65	2 3.30	3.790
7. Self-evaluation	9 3.58	9 3.48	6 3.88	3 3.91	5 3.17	3.619
8. Referee or editor of professional journal	8 3.86	8 3.55	8 3.29	8 2.75	9 2.52	3.208
9. Peers at other institutions	5 4.52	7 3.73	9 2.45	9 2.64	8 2.59	3.191

Table 33

Ranking of Mean Scores for Items Used to Evaluate Scholarship "Quality as Judged by" by Type of Control

	Public	Private	Weighted Mean
1. Promotion and tenure committee	1 4.65	1 3.88	4.225
2. Department chair	2 4.63	2 3.78	4.161
3. Honors or awards from profession	4 4.46	4 3.64	4.008
4. Academic dean	5 4.23	3 3.67	3.921
5. Grants or funding received	3 4.51	7 3.37	3.882
6. Peers at the institution	6 4.02	5.5 3.60	3.788
7. Self-evaluation	8 3.64	5.5 3.60	3.617
8. Referee or editor of professional journal	7 3.66	9 2.84	3.208
9. Peers at other institutions	9 3.60	8 2.86	3.192

Table 34

Ranking of Mean Scores for Items Used to Evaluate Scholarship "Quality as Judged by" by Faculty Organization

	Union	Non-union	Weighted Mean
1. Promotion and tenure committee	1 4.45	1 4.17	4.221
2. Department chair	3 4.18	2 4.15	4.155
3. Honors or awards from profession	2 4.36	3 3.93	4.009
4. Academic dean	5 4.10	4 3.88	3.920
5. Grants or funding received	4 4.15	5 3.82	3.880
6. Peers at the institution	6 3.96	6 3.75	3.788
7. Self-evaluation	7 3.52	7 3.64	3.617
8. Referee or editor of professional journal	8 3.34	8.5 3.18	3.209
9. Peers at other institutions	9 3.22	8.5 3.18	3.187

Table 35
Ranking of Mean Scores for Items Used to Evaluate Overall Faculty Performance by Carnegie Classification

	Research	Doctoral	Master's	Bachelor's	Specialized	Weighted Mean
1. Classroom teaching	2 4.81	2 4.81	1 4.99	1 4.81	1 4.75	4.836
2. Scholarship performance	1 4.97	1 4.87	3 4.58	4 4.22	5 3.95	4.531
3. College service	4 4.37	4 4.36	2 4.76	2 4.68	3 4.13	4.472
4. Dean evaluation	3 4.62	3 4.39	5 4.37	7 4.08	4 4.09	4.313
5. Professional preparation	7 3.85	7 3.97	4 4.49	3 4.30	2 4.30	4.181
6. Activity in professional societies	6 3.96	6 3.99	6 4.16	8 4.00	7 3.53	3.940
7. Committee evaluation	5 4.05	5 4.12	8 4.01	5 4.16	10.5 2.95	3.886
8. Student advising	9 3.58	8 3.56	9 3.93	6 4.09	8 3.39	3.723
9. Community service	10 3.45	9 3.45	7 4.07	9 3.82	9 3.30	3.630
10. Personal attributes	13 3.10	12 3.21	11 3.43	10 3.78	6 3.80	3.457
11. Supervision of internships/clinicals	8 3.64	10 3.44	10 3.68	11 3.55	12 2.86	3.451
12. Electronic scholarship performance	11 3.36	11 3.27	12 3.34	14 2.71	13.5 2.50	3.049
13. Consultations	14 2.93	13 2.91	13 3.07	13 2.74	13.5 2.50	2.839
14. Length of service in rank	15 2.73	14 2.51	14 2.58	12 3.38	10.5 2.95	2.829
15. Competing job offers	12 3.12	15 2.25	15 1.74	15 1.56	15 1.50	2.040

Table 36
Ranking of Mean Scores for Items Used to Evaluate Overall Faculty Performance by Type of Control

	Public	Private	Weighted Mean
1. Classroom teaching	2 4.87	1 4.81	4.836
2. Scholarship performance	1 4.88	4.5 4.25	4.533
3. College service	3 4.50	2 4.45	4.472
4. Dean evaluation	4 4.39	4.5 4.25	4.312
5. Professional preparation	7 3.97	3 4.35	4.179
6. Activity in professional societies	6 4.10	6 3.81	3.940
7. Committee evaluation	5 4.13	8.5 3.69	3.887
8. Student advising	9 3.63	7 3.80	3.723
9. Community service	8 3.73	10 3.55	3.630
10. Personal attributes	12 3.17	8.5 3.69	3.456
11. Supervision of internships/clinicals	10 3.60	11 3.33	3.451
12. Electronic scholarship performance	11 3.30	13 2.84	3.046
13. Consultations	13 3.08	14 2.64	2.837
14. Length of service in rank	14 2.57	12 3.03	2.823
15. Competing job offers	15 2.40	15 1.75	2.042

Table 37
Ranking of Mean Scores for Items Used to Evaluate Overall Faculty Performance by Faculty Organization

	Union	Non-Union	Weighted Mean
1. Classroom teaching	1 4.87	1 4.83	4.837
2. Scholarship performance	2 4.69	2 4.49	4.526
3. College service	3 4.40	3 4.48	4.465
4. Dean evaluation	5 4.22	4 4.33	4.309
5. Professional preparation	7 3.87	5 4.25	4.180
6. Activity in professional societies	6 3.97	6 3.93	3.937
7. Committee evaluation	4 4.31	7 3.79	3.885
8. Student advising	9 3.49	8 3.77	3.718
9. Community service	8 3.73	9 3.61	3.632
10. Personal attributes	13 2.97	10 3.56	3.451
11. Supervision of internships/clinicals	10 3.33	11 3.47	3.444
12. Electronic scholarship performance	11 3.04	12 3.05	3.048
13. Consultations	12 3.01	14 2.79	2.830
14. Length of service in rank	14 2.42	13 2.91	2.819
15. Competing job offers	15 2.09	15 2.03	2.041

NATIONAL SURVEY OF FACULTY PERFORMANCE EVALUATION IN FOUR-YEAR COLLEGES AND UNIVERSITIES AND SPECIALIZED INSTITUTIONS

This study examines the frequency utilization of criteria used by four-year colleges and universities to evaluate faculty performance in teaching, research, and service. Results will be tallied and comparisons will be made based on institutional control, classification, and faculty organization. These data can help establish a current national perspective on these matters.

We hope that you will take a few minutes of your time to complete this important survey. Your answers will be included only in statistical summaries, and no institution or individual will be identified in any way. Also, we would like to send you a summary of the results if you wish. Thank you. Kent F. Williams, Ph.D., Associate Professor of English, University of Rio Grande, and T. Michael Rhodes, Ph.D., Professor of Mathematics, University of Rio Grande.

Please return survey to Dr. Kent F. Williams, School of Humanities, University of Rio Grande, Rio Grande, OH 45674.

Part I—DEMOGRAPHICS

Please check the appropriate blank under each heading.

01. Carnegie Classification for Your Institution

_____ **Research University**
_____ **Doctoral University**
_____ **Master's College or University**
_____ **Baccalaureate College**
_____ **Specialized Institution**

02. Type of Control

_____ **Public**
_____ **Private**

03. Faculty Organization

Do you have a faculty union (i.e., is the faculty organized for bargaining purposes and/or for negotiating salaries)?

_____ **Yes**
_____ **No**

If yes, is this union associated with any of the following?

_____ **AAUP**
_____ **NEA**
_____ **AFT**
_____ **Independent**
_____ **Other (please specify):**

_____

04. Size of Institution: FTE Students

_____ **Fewer than 1,000**
_____ **1,000 to 2,499**
_____ **2,500 to 4,999**
_____ **5,000 to 9,999**
_____ **10,000 to 19,999**
_____ **20,000 to 29,999**
_____ **30,000 to more**

Part II—EVALUATION OF TEACHING PERFORMANCE

Please indicate the frequency with which each of the following factors is used in your college in evaluating a faculty member's teaching performance. (Please circle ONE answer in each row.)

	(5) Almost Always	(4) Usually	(3) Sometimes	(2) Seldom	(1) Almost Never
05. Chair evaluation	5	4	3	2	1
06. Classroom visitation	5	4	3	2	1
07. Colleague opinions	5	4	3	2	1
08. Committee evaluation	5	4	3	2	1
09. Course syllabi, examination, handouts	5	4	3	2	1
10. Dean evaluation	5	4	3	2	1
11. Enrollment in elective courses	5	4	3	2	1
12. Informal student opinions	5	4	3	2	1
13. Long-term follow-up of students	5	4	3	2	1
14. Self-evaluation or report	5	4	3	2	1
15. Scholarly research and publication	5	4	3	2	1
16. Student examination performance	5	4	3	2	1
17. Systematic student ratings	5	4	3	2	1
18. Teaching portfolios	5	4	3	2	1

Please list any other indicators used by your institution for evaluation of teaching performance.

_____

Part III—EVALUATION OF COLLEGE-SERVICE PERFORMANCE

Please indicate the frequency with which each of the following factors is used in your college in evaluating a faculty member's college-service performance.

	(5) Almost Always	(4) Usually	(3) Sometimes	(2) Seldom	(1) Almost Never
19. Academic advising	5	4	3	2	1
20. Advisor to student organizations	5	4	3	2	1
21. Department administrative duties	5	4	3	2	1
22. Nonacademic student counseling	5	4	3	2	1
23. Participation in campus symposia	5	4	3	2	1
24. Service as student recruiter	5	4	3	2	1
25. Service on college-wide committee	5	4	3	2	1
26. Service on departmental committee	5	4	3	2	1
27. Willingness to teach undesirable courses	5	4	3	2	1

Please list any other indicators used by your institution for evaluation of college-service performance.

_____

Part IV—EVALUATION OF COMMUNITY-SERVICE PERFORMANCE

Please indicate the frequency with which each of the following factors is used in your college in evaluating a faculty member's community-service performance.

	(5) Almost Always	(4) Usually	(3) Sometimes	(2) Seldom	(1) Almost Never
28. Community presentations	5	4	3	2	1

	(5) Almost Always	(4) Usually	(3) Sometimes	(2) Seldom	(1) Almost Never
29. Conducting training or development programs (credit or non-credit courses)	5	4	3	2	1
30. Providing technical or management advice to outside organizations or businesses	5	4	3	2	1
31. Volunteer service on committees, boards, and community organizations	5	4	3	2	1

Please list any other indicators used by your institution for evaluation of community-service performance.

_____

Part V—EVALUATION OF SCHOLARSHIP PERFORMANCE

Please indicate the frequency with which each of the following factors is used in your college in evaluating a faculty member's scholarship performance, which includes research, publication, and scholarly presentations.

	(5) Almost Always	(4) Usually	(3) Sometimes	(2) Seldom	(1) Almost Never
32. Articles in quality journals	5	4	3	2	1
33. Books as junior author or editor	5	4	3	2	1
34. Books as sole or senior author	5	4	3	2	1
35. Grants or funding received	5	4	3	2	1
36. Honors or awards from profession	5	4	3	2	1

	(5) Almost Always	(4) Usually	(3) Sometimes	(2) Seldom	(1) Almost Never
37. Monographs or chapters in books	5	4	3	2	1
38. Papers at professional meetings	5	4	3	2	1
39. Presentations	5	4	3	2	1
40. Referee or editor of professional journal	5	4	3	2	1
41. Publication in traditional professional journals	5	4	3	2	1
42. Publication in electronic peer-reviewed journals on line	5	4	3	2	1

Please list any other indicators used by your institution for evaluation of scholarship performance.

_____

Part V--EVALUATION OF SCHOLARSHIP PERFORMANCE (cont.)

Quality of research and publication as judged by:	(5) Almost Always	(4) Usually	(3) Sometimes	(2) Seldom	(1) Almost Never
43. Academic dean	5	4	3	2	1
44. Department chair	5	4	3	2	1
45. Grants or funding received	5	4	3	2	1
46. Honors or awards from profession	5	4	3	2	1
47. Peers at other institutions	5	4	3	2	1
48. Peers at the institution	5	4	3	2	1
49. Promotion and tenure committee	5	4	3	2	1
50. Referee or editor of professional journal	5	4	3	2	1
51. Self-evaluation	5	4	3	2	1

Please list any other indicators used by your institution for evaluation of quality of research and publication.

_____

Part VI—EVALUATION OF OVERALL FACULTY PERFORMANCE

Please indicate the frequency with which each of the following factors is used in your college in evaluating a faculty member's overall performance.

	(5) Almost Always	(4) Usually	(3) Sometimes	(2) Seldom	(1) Almost Never
52. Activity in professional societies	5	4	3	2	1
53. Classroom teaching	5	4	3	2	1
54. College service	5	4	3	2	1
55. Committee evaluation	5	4	3	2	1
56. Community service	5	4	3	2	1
57. Consultations	5	4	3	2	1
58. Competing job offers	5	4	3	2	1
59. Dean evaluation	5	4	3	2	1
60. Length of service in rank	5	4	3	2	1
61. Personal attributes (cooperation, attitude)	5	4	3	2	1
62. Professional preparation (degrees, licensures)	5	4	3	2	1
63. Scholarship performance (includes research, publications in traditional journals, and scholarly presentations)	5	4	3	2	1
64. Electronic scholarship performance (publication in peer-reviewed journals on line)	5	4	3	2	1
65. Student advising	5	4	3	2	1
66. Supervision of internships/clinicals	5	4	3	2	1

Please list any other indicators used by your institution for evaluation of overall faculty performance.

_____

Thank you for your time and assistance. And please indicate if you wish a summary of the results by checking the appropriate blank.

_____ Yes, I would like a summary of the results.

_____ No, I would not like a summary of the results.